

# Grade 1 Math Inventory

## 2015-2016 NYC Baseline Performance Tasks

### Instructions

- Tasks may not be shared with students prior to administration.
- Fall baseline tasks may be administered and scored by the regular classroom teacher.
- Distribute one task booklet to each student.
- All student work should be completed in the task booklet. All student work in the task booklet should be scored, regardless of whether the student completed or attempted every question.
- Students should have 90 minutes to complete the task, not including the distribution and collection of materials.
- Depending on school scheduling, administration may occur over 1-2 days. Administration conditions (i.e., the amount of time students have to complete the task, etc.) should be consistent across all classrooms in the school administering the above-named NYC Performance Task.
- Students should receive all accommodations normally provided for a class or state test.
- For complete administration information, see the Baseline Assessment Administration Handbook.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Directions:** When administering this task, begin with question 1 and follow the guidance at the bottom of each cluster. A successful response is one that receives full credit; move on to the next sequential question. If response does not receive full credit, follow the guidance at the bottom of the cluster. ***This task inventory is aligned to both Grade 1 and Grade 2 standards so that students can have the opportunity to demonstrate above-grade-level thinking when applicable. Grade 1 students ARE NOT required to demonstrate above-grade-level thinking.***

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Extend the counting sequence.</b>	(1.NBT.1) <b>(1) Counting on from a Number Other Than One:</b> Say, "Please start at 85 and count by ones as high as you can."	Stop students who successfully count to 120.  ----- or -----  Stop the student when the counting sequence becomes incorrect. Record the last correct count.  If the student does not know how to answer the question, then model for him/her. Say, " <b>Let me show you how to start counting at 62, and then you can show me how to start counting at 85. Okay, 62, 63, 64 . . . Now, can you show me how to start counting at 85?</b> "	Correctly counts to <b>120</b> : ____ [3]  Correctly counts to <b>110</b> : ____ [2]  Correctly counts to <b>100</b> : ____ [1]  Correctly counts to: ____  Unable to start counting from a number other than one, or subvocalizes the numbers starting at one: ____ [0]

➡ If a student is successful<sup>1</sup> on Item 1, then proceed to Item 2.

➡ If a student is not successful on Item 1, then proceed to Item 3.

<b>Understand place value.</b>	(2.NBT.2) <b>(2) Skip Counting:</b> Say, "Sometimes we skip count by fives, like 5, 10 . . . Please count as high as you can by fives."	Stop students who successfully count by fives to 40.  ----- or -----  Stop the student where the counting sequence is incorrect. Record the last correct count and the type of error.	Correctly counts by fives to <b>40</b> : ____ [2]  Correctly counts by fives to: ____ [1]  Unable to count by fives: ____ [0]
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➡ **Proceed to Item 3.**

<sup>1</sup>In order for a student to be successful, a student must get the maximum points for each item.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<p><b>Use place value and properties of operations to add and subtract.</b></p>	<p>(1.NBT.5)</p> <p><b>(3) Adding and Subtracting Ten:</b> Present the student the number card (12) and say, <b>"Without counting, can you tell me what number is 10 more than 12?"</b></p> <p>After the student responds, ask, <b>"How do you know?"</b></p> <p>Then ask, <b>"Without counting, can you tell me what number is 10 less than 12?"</b></p> <p>After the student responds, ask, <b>"How do you know?"</b></p>	<p>Record the student's response and explanation in the student response column for Item 5.</p>	<p>Gives the correct answer, <b>22, without counting?</b> Y N Explanation: _____</p> <p>Gives the correct answer, <b>2, without counting?</b> Y N Explanation: _____</p> <p>No response or incorrect response: _____</p> <p>[2] - Both correct [1] - 1 correct [0] - No response or both incorrect</p>

- ➡ If a student is successful on Item 3, then proceed to Item 4.
- ➡ If a student is not successful on Item 3, then proceed to Item 5.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Understand place value.</b>	(2.NBT.8) <b>(4) Say, "Use mental math to find the answer to these problems:"</b> <b>(a) Add 10 to 889</b> <b>(b) Add 100 to 674</b> <b>(c) Subtract 10 from 521</b> <b>(d) Subtract 100 from 345</b>		(a) Gives the answer <b>899</b> ?:   Y   N Explanation: _____ (b) Gives the answer <b>774</b> ?:   Y   N Explanation: _____ (c) Gives the answer <b>511</b> ?:   Y   N Explanation: _____ (d) Gives the answer <b>245</b> ?:   Y   N Explanation: _____ [4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect

➡ **Proceed to Item 5.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Extend the counting sequence.</b>	<p>(1.NBT.1)</p> <p><b>(5) Reading and Writing Numerals from 0 to 120:</b> Present the student with the number card 70 and say, <b>"Please tell me the name of this number."</b></p> <p><b>From 0 to 120:</b> Present the student with the number card 118 and say, <b>"Please tell me the name of this number."</b></p> <p>Provide the student with paper and pencil and say, <b>"Please write the number eighty."</b> Say, <b>"Please write the number one hundred six."</b></p>	Allow time in between naming numbers for students to scribe.	<p>Says <b>70</b>: ____</p> <p>Says <b>118</b>: ____</p> <p>Correctly writes <b>80</b>: ____</p> <p>Correctly writes <b>106</b>: ____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

- ➡ If a student is successful on Item 5, then proceed to Item 6.
- ➡ If a student is not successful on Item 5, then proceed to Item 7.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Understand place value.</b>	<p>(2.NBT.3)</p> <p><b>(6) Reading and Writing Numerals from 0 to 1,000:</b> Present the student with the number card 135 and say, <b>"Please tell me the name of this number."</b></p> <p>Present the student with the number card 889 and say, <b>"Please tell me the name of this number."</b></p> <p>Provide the student with paper and pencil and say, <b>"Please write the number nine hundred seventy-two."</b></p> <p>Say, <b>"Please write the number four hundred forty-five."</b></p>	<p>Give time between for the student to scribe each number.</p>	<p>Says <b>135</b>: _____</p> <p>Says <b>889</b>: _____</p> <p>Correctly writes <b>972</b>: _____</p> <p>Correctly writes <b>445</b>: _____</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 7.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Understand place value.</b>	<p>(1.NBT.3)</p> <p><b>(7)</b> Present the student with the number card “7___4” and symbols cards.</p> <p><b>(a)</b> Say, “<b>Which number is greater?</b>”</p> <p>After the student has identified a value, say, “<b>Please put the correct symbol between these two numbers.</b>”</p> <p><i>Repeat the procedure with the following sets:</i></p> <p><b>(b)</b> 12 ___ 18</p> <p><b>(c)</b> 26 ___ 62</p> <p><b>(d)</b> 57 ___ 57</p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>&gt; greater than &lt; less than = equal to</p> <p>Stop work if the student cannot correctly identify which is greater in the first two pairs.</p>	<p>(a) Correctly identifies <b>7?</b>: Y N Correctly identifies <b>7 &gt; 4?</b>: Y N</p> <p>(b) Correctly identifies <b>18?</b>: Y N Correctly identifies <b>12 &lt; 18?</b>: Y N</p> <p>(c) Correctly identifies <b>62?</b>: Y N Correctly identifies <b>26 &lt; 62?</b>: Y N</p> <p>(d) Correctly identifies <b>57 is equal to 57?</b>: Y N Correctly identifies <b>57 = 57?</b>: Y N</p> <p>[3] - Correctly identifies all 4 numbers and symbols [2] - Correctly identifies all 4 numbers and at least 2 symbols [1] - Correctly identifies all 4 numbers [0] - No response or incorrect responses</p>

- ➡ If a student is successful on Item 7, then proceed to Item 8.
- ➡ If a student is not successful on Item 7, then proceed to Item 9.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Understand place value.</b>	<p>(2.NBT.4)</p> <p><b>(8)</b> Present the student with the number card "573__237" and the symbols cards "&lt;," "&gt;," and "=".</p> <p><b>(a) Say, "Please put the correct symbol between these two numbers."</b></p> <p><i>Repeat with the following:</i></p> <p><b>(b) 273 __ 237</b></p> <p><b>(c) 579 __ 579</b></p> <p><b>(d) 766 __ 677</b></p>	<p>Card Placement Tip: Place symbol cards on or near the space between the numbers:</p> <p>&gt; greater than &lt; less than = equal to</p> <p>Stop work if the student cannot correctly identify the first two pairs.</p>	<p>(a) Correctly identifies <b>573 &gt; 237</b>?: Y N</p> <p>(b) Correctly identifies <b>273 &gt; 237</b>?: Y N</p> <p>(c) Correctly identifies <b>579 = 579</b>?: Y N</p> <p>(d) Correctly identifies <b>766 &gt; 677</b>?: Y N</p> <p>[4] - All 4 correct [3] - 3 correct [2] - 2 correct [1] - 1 correct [0] - No response or incorrect responses</p>

➡ **Proceed to Item 9.**



Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Work with addition and subtraction equations.</b>	(1.OA.7)		
	<p>(9) Have counters, paper, and a pencil available for the student.</p> <p>(a) Present the student with the equation card “3 + 4 = 7” and say, <b>“Please tell me if this number sentence is true or false.”</b></p> <p>After the student responds, ask, <b>“Why is this number sentence true/false?”</b> Record the student’s response.</p> <p><i>Repeat the process with the following equations:</i></p> <p>(b) <math>8 + 0 = 9</math></p> <p>(c) <math>5 = 4 + 1</math></p> <p>(d) <math>2 + 4 = 4 + 2</math></p>	<p>If the student has difficulty understanding the terms “true” and “false,” repeat the instructions using the words “right” and “wrong.”</p> <p>If the student is unable to solve the problem using mental math, say, <b>“You can use paper and pencil or counters to find the answer.”</b></p> <p>Stop work on Item 9 if the student cannot correctly identify the first two pairs.</p>	<p>(a) <math>3 + 4 = 7</math> is <b>True?</b>: Y      N Response: _____</p> <p>(b) <math>8 + 0 = 9</math> is <b>False?</b>: Y      N Response: _____</p> <p>(c) <math>5 = 4 + 1</math> is <b>True?</b>: Y      N Response: _____</p> <p>(d) <math>2 + 4 = 4 + 2</math> is <b>True?</b>: Y      N Response: _____</p> <p>[4] – All 4 correct [3] – 3 correct [2] – 2 correct [1] – 1 correct [0] – No response or incorrect responses</p>

➡ If a student is successful on Item 9, then proceed to Item 10.

➡ If a student is not successful on Item 9, then proceed to Item 11.

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Add and subtract within 20.</b>	<p>(2.OA.2)</p> <p><b>(10)</b> Say, "For the next task, I want you to use mental math to solve an equation (or solve a problem).</p> <p><b>(a) What is <math>3 + 16</math>?"</b></p> <p><i>Repeat using the following:</i></p> <p><b>(b) <math>8 - 3</math></b></p> <p><b>(c) <math>6 + 9</math></b></p> <p><b>(d) <math>13 - 7</math></b></p>	<p>Note the strategy that the student used to represent each problem and record any incorrect responses.</p>	<p>(a) <math>3 + 16</math> _____  Knows addition fact _____  Counts on _____  Composes/decomposes to derive answer ____  Other: _____  No response or incorrect response _____</p> <p>(b) <math>8 - 3</math> _____  Counts on _____  Counts up to find the difference _____  Counts down to find the difference _____  Knows addition fact for subtraction _____  Derived fact (compose/decompose) _____  Other _____  No response or incorrect response _____</p> <p>(c) <math>6 + 9</math> _____  Knows addition fact _____  Counts on _____  Composes/decomposes to derive answer ____  Other _____  No response or incorrect response _____</p> <p>(d) <math>13 - 7</math> _____  Counts on _____  Counts up to find the difference _____  Counts down to find the difference _____  Knows addition fact for subtraction _____  Derived fact (compose/decompose) _____  Other _____  No response or incorrect response _____</p> <p>[4] - All 4 correct  [3] - 3 correct  [2] - 2 correct  [1] - 1 correct  [0] - No response or all 4 incorrect</p>

➡ **Proceed to Item 11.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Represent and solve problems involving addition and subtraction.</b>	(1.OA.1) <b>(11) Solve Addition and Subtraction Word Problems (within 20):</b> Have (counting) objects, paper, pencils, and crayons available for the student.  <i>Read the following to the student:</i>	Repeat the word problems up to three times, if necessary.  Note the strategy that the student used to represent each problem or attach student work. Record any incorrect responses.	(a) Gives the correct response, <b>16</b> : Y N Adds 10 and 6 using an expression or equation _____ Draws a model to solve _____ Other _____ No response or incorrect response _____
	(a) <b>Ten friends were at the playground. Six new friends came to play. How many friends are at the playground now?</b>  (b) <b>Jaime's mother baked twelve cupcakes. Jamie ate three cupcakes. How many cupcakes are left?</b>		(b) Gives the correct response, <b>9</b> : Y N Subtracts 3 from 12 using an expression or equation _____ Draws a model to solve _____ Adds up from 3 to 12 _____ Other _____ No response or incorrect response _____  [2] - 2 correct responses [1] - 1 correct response [0] - No response or both incorrect

- ➡ **If a student is successful on Item 11, then proceed to Item 12.**
- ➡ **If a student is not successful on Item 11, then this is the end of the inventory task for this student.**

Clusters	Item/Question	Teacher Notes and Prompts	Student Response
<b>Add and subtract within 20.</b>	<p>(2.OA.1)</p> <p><b>(12) Solve Addition and Subtraction Word Problems (within 100):</b> Have paper and pencils available for the student.</p> <p><i>Read the following to the student:</i></p> <p><b>(a) Carly has 39 pencils. She gives her friend 18 of the pencils. How many pencils does Carly have left?</b></p> <p><b>(b) Wilson bought 11 baseball cards on Monday, 16 cards on Tuesday, and 13 cards on Wednesday. He gave his brother 9 of his baseball cards. How many baseball cards does Wilson have now?</b></p>	<p>Repeat the word problems up to three times, if necessary.</p> <p>Note the strategy that the student uses to represent each problem or attach student work. Record any incorrect responses.</p>	<p>(a)</p> <p>Gives the correct response, <b>21</b>: Y N</p> <p>Subtracts 39 from 18 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Adds up from 18 to 39 _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>(b)</p> <p>Gives the correct response, <b>31</b>: Y N</p> <p>Adds 11, 16, and 13, then subtracts 9 using an expression or equation _____</p> <p>Draws a model to solve _____</p> <p>Other _____</p> <p>No response or incorrect response _____</p> <p>[2] – 2 correct responses</p> <p>[1] – 1 correct response</p> <p>[0] – No response or both incorrect</p>

➡ **This is the end of the inventory task.**